

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Richard John Rupcich

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. Patrick School

(As it should appear in the official records)

School Mailing Address 640 North Calumet Road

(If address is P.O. Box, also include street address.)

City Chesterton State IN Zip Code+4 (9 digits total) 46304-1502

County Porter State School Code Number* D050

Telephone 219-926-1707 Fax 219-921-1922

Web site/URL http://www.stpatsparish.org E-mail principal@stpatsparish.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Barbara O'Block, Mrs.

(Specify: Ms., Miss, Mrs., Dr., Mr.,

Other)

E-mail: boblock@dcgary.org

District Name Diocese of Gary Tel. 219-769-9292

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson N/A N/A N/A

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 17 Elementary schools (includes K-8)
0 Middle/Junior high schools
3 High schools
0 K-12 schools
- 20 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☒ Suburban with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	41	41	82
K	13	16	29
1	10	12	22
2	14	11	25
3	8	20	28
4	14	19	33
5	7	12	19
6	10	16	26
7	7	8	15
8	8	10	18
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	132	165	297

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 10 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1	297
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 4

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 3 %
9 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

St. Patrick School is a fully accredited Catholic elementary and middle school located in Chesterton, Indiana about five miles from the Indiana Dunes National Lake Shore. The school opened in 1890 and, over time, has grown and has continued to flourish. Presently, the school consists of four buildings, and houses grades kindergarten through grade eight. The current enrollment is 297 students. Enrollment has been slowly but steadily increasing over the past few years. Chesterton's location is in close proximity to Chicago, Illinois; this, along with the steel mills and the riverboat gambling industry, contributes to some of the growth. The Mission of the School is to serve students in preschool through eighth grade. We are dedicated to providing quality education within a caring family atmosphere, deeply committed to Christian values. This commitment encompasses: Instilling Catholic/Christian doctrine and ideals, creating an environment of academic excellence through quality education, fostering parent involvement in meeting educational goals, and providing experiences and opportunities to serve the larger community.

While the teachers at St. Patrick School focus on providing a values education and strong academics, they also address other areas of students' interests. Students who have an interest in computers can participate in keyboarding classes and a computer club. Students who have an interest in the arts can participate in art class or sing with the school choir. Others find enjoyment in Spanish club, chess club, and speech and debate. Students, who may be having trouble in a particular subject, benefit from one on one teacher support and tutoring.

With a strong tradition of academic excellence, St. Patrick School has continually scored well above state averages in both Language Arts and Mathematics on the I.S.T.E.P+, Indiana's state standardized test. These test scores, along with high attendance performance and other associated criteria, has placed St. Patrick in the category of a Four (4) Star School – the state's highest category.

While realizing that the primary focus of a St. Patrick education is academic achievement, it is important to point out that St. Patrick also fosters skills that are essential for success in both school and life-long endeavors. These skills include, but are not limited to, self-discipline, personal responsibility, time management and leadership. Students at St. Patrick have the opportunity to participate in athletics, speech and debate, Chess Club, Geography Bee, Science Olympiad, Boy and Girl Scouts, Body, Mind & Spirit Summer Camp, and other extracurricular activities.

Of utmost importance is a student's spiritual growth. Not only is religious education part of the St. Patrick curriculum, but also active participation in Mass and other sacraments, as well as various devotions such as the Living Rosary and Stations of the Cross. Through such religious oriented activities, students grow in a solid, faith-oriented foundation.

In addition, St. Patrick students participate in community outreach programs such as collecting non-perishable food items to deposit with local food pantries as well as our parish sponsored Table of Plenty which serves a weekly free dinner for the community. They also purchase Christmas gifts for Appalachia and local families; raise funds for the Pontifical Institute for Foreign Missions (PIME); as well as sending financial support to our sister parish in Chimbote, Peru. Such programs not only instill a spirit of gratitude in St. Patrick students for what they have been given, but also provide a social awareness of national and world-wide concerns for social justice.

St. Patrick School is worthy of Blue Ribbon status as a result of its high achieving students who excel in all areas of holistic education of body, mind & spirit. The students, parents, teachers, administrators and staff, as well as other stakeholders in the community work together in a collaborative effort to form a strong learning environment.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Patrick School is a fully accredited K-8 Grade School. It has been granted Accreditation by the Indiana Department of Education and AdvancedED an Accreditation Commission Accredited by the North Central Association Commission on Accreditation and School Improvement. Being an Accredited School of the State of Indiana, we must administer the Indiana Statewide Testing of Educational Progress (ISTEP+) spring test yearly. ISTEP+ is a criterion-referenced test that shows mastery of the Indiana Academic Standards. ISTEP+ measures skills in Mathematics and English/Language Arts in all grades three through eight. In Addition; skills in Social Studies are assessed in grades four and six and Science skills are assessed in grades five and seven. When using the ISTEP+ results the State Department of Education determines cut scores at each grade level that are used to establish three levels of student achievement, (Pass +, Pass, and Did Not Pass). A score that is Pass + means the student exceeded the cut score established by the board. Pass indicates that the student met the cut score for passing and Did Not Pass designates that the student failed to meet the passing cut score and needs remediation.

In grades three through eight all students take ISTEP+. We have no data for sub groups since there are no significant economic or cultural groups at St. Patrick School. Assessment data can be obtained from the ISTEP+ test reports on the Indiana Department of Education web site (www.doe.state.in.us). St. Patrick is very proud of its academic Achievement. During the last five years on average over 97.5% of all students tested passed both English/Language Arts and Math portions of ISTEP+.

St. Patrick expects to score at the 92% percentile or higher at each grade level in both English/language Arts and Mathematics. This year 97.3% of all students tested passed the English/Language Arts portion of ISTEP+ and 99.3% passed Mathematics. This is well above the state averages.

B. In analyzing the results of ISTEP+ testing it is very clear That ST. Patrick School over the last five years has scored very high. During this period third grade math scores have averaged in the 97.8% passing range, the fourth grade at 97.0% passing, the fifth grade at 99% passing, sixth grade at 99% passing, 7th grade at 98.8% passing and the eighth grade at 99.4% passing. These great results can be attributed to a great staff and the use of Saxon Math. During the last book adoption cycle it was agreed upon to find a math program that would challenge the students. Saxon Math was adopted. Yet, each class is taught at a full grade level higher. The results have been fantastic.

In English over the past five years, third grade has averaged 98% passing, fourth grade 97.4% passing, fifth grade 97.6% passing, sixth grade 97% passing and the seventh and eighth grades have had every student who was tested during these five years passed. These results can also be attributed to teaching the curriculum at a grade level higher than normal and the addition of a 90 minute reading block of time in Kindergarten through fifth grade. This allows the teachers to be more focused on reading instruction. This dedicated time block helps whole group instruction, small group intervention and individual instruction.

The performance trend that we have noticed due to teaching the curriculum one full grade level higher in Math and English, is that the number of students who score Pass+ (high achievement) on the ISTEP+ exam is very high. From 2009 to 2013 in English/language arts the third grade on average, 41% of the students scored Pass+. The fourth grade 39%, fifth grade 44%, sixth grade 53%, 7th grade 58% and eighth grade 59%. In Mathematics the students obtaining Pass+ scores were even higher, third grade 54%, fourth grade 61%, fifth grade 67%, sixth grade 79%, seventh grade 71% and the eighth grade 75%.

In both English/language Arts and Mathematics by the time students reach eighth grade more students are scoring Pass+ on the ISTEP+ test. Through 2009 to 2013 St. Patrick School has had the highest ISTEP+ scores in all of the Gary Diocese as well as the Duneland School Cooperation.

The State Board of education also monitors the growth of student achievement by using a Growth Model. The Model measures a student's growth-in-relationship to students with similar Academic histories

as well as progress towards proficiency standards. The growth model currently uses ISTEP+ results in a new way to help parents, schools, and the State to understand how students are growing from year to year. Students may fall into one of three bands: High Growth is 66th to 99th percentile. Typical Growth is from 35th to 65th percentile and Low Growth is from 1st to 34th percentile. In other words the growth model is a statistical way to determine how much change in ISTEP+ scores is equal to one year of student learning. For example this year in English Language Arts students scored 67.0% which is high growth and high achievement and in Mathematics they scored 64.0% which is median growth and high achievement.

2. Using Assessment Results:

The teaching staff of St. Patrick School uses assessment results to evaluate and modify instruction in order for each learner to reach their highest potential. Informal and formal assessments, as well as teacher observation and experience, all help ensure the individual student is both supported and challenged.

Over the past several years, a number of assessment tools have been utilized, including curricular program assessments, DIBELS, NWEA, I-READ, diagnostic tests as well as the Indiana department of Education's mandated ISTEP+ standardized testing. Data gathered from all assessment tools is carefully disseminated and analyzed to identify strengths, weaknesses, and trends in student achievement. Areas of concern are targeted and intervention strategies and action plans are chosen and implemented.

DIBELS assessments have been used quarterly in the kindergarten and primary grades to identify students who may be at risk in basic literacy skills. This allowed teachers to develop and implement immediate intervention strategies for the youngest learners. NWEA tests also helped target specific deficiencies in skills and provided an opportunity to clearly track the individual learner's progress.

A newly adopted reading series (Scott Foresman, Reading Street) has provided comprehensive assessment tools for the classroom and resource teaching staff. Baseline tests are administered at the beginning of the school year to aid in initial grouping, and help the teacher quickly and efficiently meet the need for differentiated instruction. Weekly assessments help target and provide feedback on specific skills and benchmark tests. After every unit we assess phonic skills, fluency, and comprehension. End of the year benchmarks will be used to measure mastery of skills.

The data gathered from Indiana Statewide Testing for Educational Progress (ISTEP+) provides specific data in math, writing, social studies, science, and reading skills. St Patrick uses the test to select students who need remediation and title one service. The test is also analyzed to develop yearly goals and plans for curriculum reform.

Communicating assessment results, student growth and achievement are critical to the success of St. Patrick School and the mission of excellence in education within a community of faith. The parish, school community, teachers, staff and parents work together to support learners as they develop to their full potential. Through the use of Teacher Ease, an on-line grading system, parents have the ability to routinely monitor their child's daily progress and grades. Parent teacher conferences offer a chance to more formally discuss student progress, and to strengthen the family/school connection in order to support the student and their success. The use of email provides an efficient means of communication for teachers and parents, and further strengthens the team approach to encouraging and challenging the student.

The parish and school community are informed of student achievement through the school and parish websites, as well as the principal newsletters and parish bulletins. Local newspapers publish ISTEP+ test results with analysis and comparisons of parochial, private, public and charter schools, both in the immediate area and state-wide. Parents are able to view their child's ISTEP+ results on the Indiana Department of Education website, as well as individual reports that are sent to the school. The Diocese of Gary publishes school testing results for comparison of schools within the Diocese. Student success is recognized and celebrated with banners throughout the school and parish campus, and informational brochures and literature given to potential students and their families.

3. Sharing Lessons Learned:

Saint Patrick School strives to create a cohesive faculty and our teachers are in communication with each other through daily morning meetings, monthly faculty meetings and grade level meetings, as well as state required professional development meetings. During these meetings the teachers collaborate and share strategies. Also, the teachers regularly compare effective ideas and techniques as they implement newly adopted textbooks and materials on a yearly basis. Currently, the school staff is working together to implement a three year plan for technology integration in the classroom.

Additionally, the following approaches are used to share experiences with others:

Our principal attends monthly Diocesan meetings where the principal shares ideas with and learns from other principals. These meetings, led by the superintendent, focus on educational topics related to instruction, best practices, and leadership.

The middle school math teacher collaborates with community members for a yearly “Reality Store” where our eighth grade students learn life-long skills.

The middle school science teacher collaborates with parents, former students, community members, and other teachers in the yearly development of a Science Olympiad team.

The faculty attends a yearly Diocesan teacher’s in-service, where best practices and qualities of a great teacher, as well as ideas for effective teaching are shared.

After receiving professional development, teachers return to our school community and share strategies and ideas learned with other faculty members.

One teacher was part of a Diocesan group that met to learn how to best implement Common Core State Standards. During this professional development, ideas and best practices were shared among teachers.

Teachers in math and science classes encourage and foster collaboration among students of varying needs.

Through cadet teachers at the high school level and college students taking courses in education, the teachers share ideas and teach others about careers in education.

Sharing and collaboration are vitally important to the teachers and staff of Saint Patrick School. Through participation in conferences and professional development every year, our school teachers willingly share successful ideas, strategies, and resources with each other as well as other schools.

4. Engaging Families and Community:

Saint Patrick School is part of the St. Patrick Parish family. The parish helps support the school in various ways. The school is located in a small community.

The Spiritual Growth Committee: This committee is dedicated to helping the students and church community in deepening their faith with God. They speak to the students, invite guest speakers, and hold special prayer services for everyone to attend. By doing these things, they enlighten us and provide educational experiences for us.

Knights of Columbus: This group helps the school open its doors to the community in a variety of ways. The Knights sponsor a basketball free throw contest and soccer event every year. The community is invited to participate in these events. Another community event that the Knights sponsor is a Blood Drive. With the help of the Red Cross, our students solicit donors for this drive. The Red Cross makes a presentation to the student body, and the students invite their adult family members to participate.

Duneland School Corporation: Saint Patrick works with the local School corporation to provide hot lunches, bus transportation to and from school, as well as field trips for the students. We also participate in their grant programs.

Duneland Community: The local community is a great setting for our school. We are able to make use of the National Lakeshore and local town museum for various educational field trips to educate the students on the area and environment.

St. Patrick School: Our school also hosts our own community events. Every year we host a Grandparents' Day. Grandparents come to school to visit and share stories about their school experiences. We also have an Art Docent Program, where community volunteers and parents come into the classroom and teach the students about particular artist and their works. They often have the students do an art project that relates to the artist they are learning about. Our school parish is the host to a Community Prayer Service. This is a service that involves the community in prayer together. There is always a guest speaker, and several of our classes are invited to participate in this enlightening experience.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The foundation for all curricula at St. Patrick School is the principles and beliefs of the Catholic Church. The Catholic paradigm is the prism through which both students and teachers view learning and instruction in religion class and all academic/social areas. The curriculum at St. Patrick School is aligned to the Indiana State and Common Core Standards and the guidelines issued by the Diocese of Gary.

St. Patrick School promotes excellence in reading/language arts. With the adoption of Scott Foresman: Reading Street in Grades K-5, literacy skills are taught through the five strands of the Common Core Standards. Phonics and word analysis are emphasized, as well as, higher level comprehension and thinking skills with exposure to a variety of genre. The Middle School program includes two programs by Prentice Hall: Literature, Grammar and Writing. At all grade levels, students are engaged in the writing process as they advance toward the goal of clear written communication. Performance assessments provide all stakeholders with authentic measures of student achievement. When differentiation is necessary, there is help beyond the classroom setting within our Resource/Title 1 program. To foster retention of reading/language arts skills, students are required to complete grade specific activities over the summer break.

St. Patrick School uses Saxon Math which engages each child in hands-on, real life math applications. Each grade level is challenged by the concepts/skills Saxon has identified for one grade above, (i.e., third grade is doing the 4th grade program.) Summer regression is mitigated with the required completion of a “Summer Math” book.

St. Patrick School has adopted the McGraw Hill program: Indiana Science Essential (grades K-5.) It emphasizes the S.T.E.M. model through inquiry based activities. The Middle School program is the Glencoe McGraw-Hill Indiana Science. Students use critical thinking and problem solving to journal, investigate, and analyze their findings. St. Patrick School has two Science Labs for investigations. In addition, field trips are planned to explore scientific topics as students interact with scientists in the field.

Grades K-5 use the Harcourt: Horizons materials. This program emphasizes democratic values and citizenship skills. Middle School social studies for grades 6 and 7 uses materials provided in the Prentice Hall publications entitled Eastern Hemisphere and Western Hemisphere, respectively. Geography is taught at all levels and culminates with middle school participation in the National Geography Bee. Visual and performing arts are valued at St. Patrick School. Students are given direct instruction in these areas through art and music classes. Student artwork is exhibited both within the school facility and at community events. St. Patrick School utilizes parent volunteers who visit the classrooms providing instruction about artists and the opportunity for students to “imitate the masters.” Dramatic, choral, and other presentations are held for the enjoyment of students, families, and community members.

St. Patrick School has a student choir, as well as, a band program available to students in 4-8. Individual talent is recognized as students use their voices or instruments to enhance weekly Mass. Within the classrooms, teachers plan informal dramatic presentations, participate in choral/poetry reading, class plays, oral presentations, and creative interpretations.

The health and well-being of the child is important at St. Patrick School. A minimum of thirty minutes of physical activity at each grade level are built into the day. In addition, all students participate in physical education classes in which strength, coordination, and sportsmanship are fostered. The Indiana Standards for Health/Nutrition are taught in grades K-5. The Middle School Program uses Glencoe McGraw-Hill Health.

Technology has become an integral part of the educational process. In computer classes skills necessary to meet the challenge of the digital age are addressed. Computers are available in the classrooms for teacher and/or student use. Projectors, document cameras, televisions, and Smart Board lessons enhance learning. Special projects using digital media enable students to hone 21st Century skills. Parents enjoy immediate and convenient access to student grades via an online grading system.

St. Patrick School offers two foreign language classes for different age groups. An after-school Spanish program for grades K-5 is taught on a weekly basis. The middle school child participates in a Spanish class as part of their curriculum. These programs put St. Patrick School in compliance with the BRS program for foreign language curriculum.

The Middle School Staff is acutely aware of the responsibility to prepare young people to meet the needs of the 21st Century workplace. Excellence in all subject areas is attained through rigorous adherence to the Indiana State and the Common Core Standards. Participation in community programs awakens the student to the challenges and choices of adulthood, such as “Reality Store” where student role-play various real life situations.

The curriculum at St. Patrick School strives to lay the foundation upon which each child can develop to their greatest potential. Rigorous standards are applied in all academic, spiritual, and social areas to enhance student success, both now and as future leaders who are lifelong learners.

2. Reading/English:

St. Patrick School has recently adopted the Reading Street Series by Pearson in grades K-5 to help better meet the needs of our students through differentiation and to incorporate technology in the classroom. This particular series was chosen so teachers were also able to identify and pinpoint strengths and weaknesses of individual students through various benchmark assessments. In addition to our school using NWEA testing, this program allows St. Patrick School to use pre-assessments and post-assessments to measure student growth. The Reading Street curriculum focuses on reading comprehension (incorporating different genres), vocabulary, fluency, phonics, language arts, spelling and writing through a differentiated approach. Students are introduced to reading skills (for example: main idea, supporting details, fact and opinion, phonics practice etc...) through direct instruction and mini lessons. Independent student learning is enhanced through small group leveled readers and center activities for further reinforcement of these skills. Students also encounter individual or group projects, written and oral reports and projects, peer revising and editing in writing, having the opportunity to read trade books, and participation in small group and large group discussions. This allows for students to add to the classroom with their talents via the multiple intelligences.

In addition, early primary grades utilize Saxon phonics to help early readers focus in on phonics to lay the ground work for mastering reading. Saxon phonics includes direct instruction, guided practice, group work, and independent practice to help students master learning the sounds and letters. This program zeros in on decoding words and helping young readers learn patterns in reading as they learn how to read.

Early grades also focus on the sheer enjoyment of reading which helps motivate and encourage student learning in the area of reading. For example, "Put Your Nose in a Book" was a special day that took place school wide. The day was devoted to sharing a love for reading. Teachers created a theme, picked literature, and structured activities around the theme and literature to motivate students to read.

3. Mathematics:

St. Patrick School implements the Saxon Math program in grades kindergarten through seventh. In eighth grade, students use the Glencoe Algebra 1. Both series are aligned with the Indiana Standards, as well as, the Common Core Standards. St. Patrick chose the Saxon series to support previous gaps in retention of mathematical concepts. Teachers have found that the daily review which the series provides strengthens the retention of material while the students grow their skill set. The mathematical instruction at St. Patrick School follows an accelerated program. Each grade level extends the curriculum to master the standards of the subsequent grade level. Thus, when transitioning to Algebra 1 in eighth grade, students are prepared with the necessary skill set to achieve success.

At the primary level of instruction, math lessons begin with a morning meeting. Calendar, weather, patterning, time and money are reviewed each day. Problems solving strategies are introduced and reinforced. The material for the lesson is broken down into manageable increments of instruction. Concepts

are illustrated through the use of manipulatives and centers. Students' work is instantly assessed by the classroom teacher and support staff before the students to practice independently. Weekly assessment demonstrates mastery of skills. The recent implementation of NWEA testing allows teachers to monitor progress on the standards.

The instruction in the intermediate grades follows the same incremental approach to instruction. Direct instruction is supported through the use of: problem-solving investigations, manipulatives, small group instruction and technology supported lessons. Students in these grades are clustered to meet the diverse group of learners. This strategy allows students to move at a pace of instruction, supplemented with diverse instructional methods, which fits their individual style and challenges high learners. Special adaptations of the Saxon program are utilized with students requiring more support. Resource teachers provide additional reinforcement for students requiring additional methods to grasp new material. In addition to weekly assessments, students are assessed on the standards at the end of each semester.

4. Additional Curriculum Area:

Religion is integrated into all curricular areas and daily life at St. Patrick School. Catholic ideas are promoted through participation in weekly Mass, liturgical and seasonal activities, religious instruction, and service projects that aid the larger community around us. Through experiences such as these, we hope to cultivate both academic and spiritual growth in our students.

Our school comes together as a family every Friday to celebrate Mass. Each grade level takes turns throughout the school year to plan and participate in the Mass. Students are given the opportunity to take part in the Eucharist as cantors, lectors, altar servers, ushers, banner carriers, choir members. Special masses are also celebrated for holy days, to honor our grandparents, and to celebrate Catholic Schools Week. Finally, on Fridays our students are given the opportunity to spend time in private prayer during Adoration of the Blessed Sacrament.

The Catholic faith comes alive for our students through special liturgical and seasonal activities. Each year the eighth grade students enrich our faith through their portrayal of the living Rosary and the Living Stations of the Cross. Advent brings preparation and practice for our school wide Christmas program which is our gift to family and friends. To conclude the school year we hold a May Crowning and a Miraculous Medal ceremony to honor Mary.

The foundation of our students' religious formation takes place daily in their classroom during religious instruction. Special instruction is also given for the sacraments of Penance, First Holy Communion, and Confirmation. Visits from the priests, seminarians, and nuns bear witness to and encourage our students to live their Catholic faith through vocations.

St. Patrick students put their faith into action through service to the community around them. Thanksgiving is a perfect time for us to donate nonperishable food items and paper products to two of our favorite places, Table of Plenty and Westchester Food Pantry. During the celebration of Catholic Schools Week, each grade level participates in a service project of their choice.

Over the years these projects have ranged from 3rd graders making cards for an adult daycare center to 4th graders cutting coupons for the troops. The season of Lent allows us to share what we have on a more global scale, through donations to PIME. In these ways, a path is built to help carry out the St. Patrick Mission.

Additional Curriculum Area: (Preschool)

Since 1993, St Patrick School has offered a preschool program for young children ages three, four and five. This program is developmentally based, and offers students a wide variety of learning experiences created to help the whole child grow and mature: mentally, physically, socially and emotionally. The preschool curriculum includes activities in math, reading, language, phonics, music, art, science, and religion. Focusing on the development of the whole child, academic and social experiences are provided for learners of all styles and levels.

Using the preschool edition of the Saxon math series, students are introduced to the basic Mathematical concepts and develop skills in numeral recognition, sorting, graphing, sets, calendar and patterns. Hands-on, age appropriate activities introduce math vocabulary and help the young student build an awareness of math concepts at work in their everyday lives. Most math activities are chosen to align with the Indiana State Standards for kindergarten, as well as the Common core standards.

In print rich environment, preschoolers are introduced to literature and language in nearly every school activity. Students develop skills in listening, reading and responding to the written word. Emerging readers and writers are supported and offered a variety of experiences to help develop their skills. Literacy activities also align with the Indiana State Standards for kindergarten, and include work in letter recognition, phonemic awareness, vocabulary, and writing.

St. Patrick Preschool believes in a balanced, developmental approach to teaching young children and preparing them for kindergarten. While providing academic experiences, we also believe school success relies equally on the social and emotional growth of the young child. Through a wide variety of experiences and exposures to preschool teaching, staff helps support and nurture the pre school student as they develop self-discipline, and become a happy, curious and eager learner.

Before parent teacher conferences in the fall, four and five year old preschool students take part in an informal assessment of basic math and reading skills. Used as a tool along with teacher observation, specific areas of strengths and weaknesses can be addressed through differentiated learning activities and student grouping.

Kindergarten and primary teachers report that students who have been involved in early childhood programs such as the one offered at St. Patrick School, enter kindergarten with a more mature confidence and readiness to learn. St. Patrick Preschool students participate in large and small group activities, while learning to work cooperatively with one another and follow directions. They are exposed to a wide variety of learning experiences, and encouraged to develop skills at their own pace. While all skills introduced may not be mastered at the preschool level, the foundation for future learning.

5. Instructional Methods:

The Saint Patrick School faculty and staff recognize that the needs of individual students vary greatly. Differential learning techniques are keys to identifying these needs, and are being implemented at each grade level at St. Patrick School. In the kindergarten through grade three, differentiated learning is being taught in, but not limited to, the reading levels, learning centers and mathematics curriculum. Each morning the primary grades have learning centers where each child is engaged in some type of enrichment whether it is their grade level or above.

In the primary grades Title 1 resource is implemented for students who qualify. The Title 1 resource teachers spend up to an hour each week, in multiple sessions, working on skills that the individual student needs to achieve their level of learning. In primary grades, there are aides who work with the students who need extra help to achieve their ability to work within their grade level.

Students at St. Patrick are learning higher level math skills. In each grade level, students are being taught the next grade level mathematics. In kindergarten, the children begin the school year learning kindergarten math, and after the first quarter, they begin first grade mathematics. In grades fourth through eighth grade differentiated learning is being taught with math curriculum. Students are grouped according to their achievement abilities.

There are two groups in each grade level. One group is for the students who are at grade level math, and the other group is the higher level math. Some students are learning mathematics at two grades higher than their current grade. In seventh grade, the students are learning high school pre-algebra. This method continues into eighth grade where students are introduced to and taught high-school level algebra. Each teacher works with the next grade level teacher to see what the children are expected to learn for the next level math requirements. By working together the teachers and students achieve their goals.

Technology is being used in each level. New to St. Patrick School are a smart board and projector. Classes take turns going to the computer lab to engage learning with the smart board. In the elementary levels, televisions and laptops were donated from school families to help engage in daily learning.

St. Patrick School adopted a new Reading series which encompasses a wide variety of digital learning. Teachers are able to use that technology in the classroom on a daily basis. With the new reading series there is a curriculum for differentiated learners, but also for lower levels and higher level learners. Teachers are able to have learning centers for the different reading levels. While the students are in their centers, the teacher is able to work with smaller groups. Again, the aides take an active role in small groups and in helping and encouraging the students.

The staff and faculty at St. Patrick School work daily to make sure each child is achieving the highest level of learning that they are able to achieve. If a student is struggling, then the teachers find resources to help the student achieve their expected level. St. Patrick's math curriculum and reading programs are solid and administered by a dedicated staff. This can be easily realized by our consistently high ISTEP+ scores.

6. Professional Development:

Professional Development begins with the needs of students and classroom teachers. With the help of Diocesan and state assessments, areas for growth are identified. Teacher evaluations focus on personally selected goals. Teacher goals are reflected personally, spiritually; curriculum related and includes the daily management of the classroom. The selected goals will result in students' success in these areas, and professional development is targeted to aid in achieving these goals.

Goals based upon the school improvement plan are addressed in professional opportunities that are provided for the entire staff at the beginning of the year back to school meetings, and built in calendar meetings. St. Patrick School, with other local Catholic schools bring in speakers to the area to address issues in brain based learning, differentiated instruction and teaching strategies. Besides attending in-house professional development teachers, administrators and staff attend NCEA conferences every two years.

Teachers have attended Smekens workshops focusing on literacy and writing best practices, which has lead to a common vocabulary and an increased attention to student growth in these areas in the elementary grades. Staff members have attended webinars on a range of topics including the new adoption of a reading program. This webinar gave the staff the opportunity to collaborate and gain knowledge of the many available language arts components, including the use of technology in the classroom.

Teachers have also taken continuing education classes and have brought the information and ideas back to be shared with others on staff. The sharing of knowledge gained through professional development is critical to the implementation of newly acquired skills. Teachers exchange ideas and collaborate with each other often. There is support given to one another in getting new instructional strategies put into action. Through this sharing, support and collaboration, the teachers, staff and students are positively impacted, and St. Patrick School can strive to reach its fullest potential as a place where faith and knowledge meet.

7. School Leadership

The leadership philosophy of St. Patrick School is based on the vision of ensuring that our students are spiritually, morally, intellectually, emotionally, and physically developed. This vision is accomplished through the cooperative efforts of our pastor, principal, assistant principal, teachers, Home and School Organization, secretaries, aides, parents, and our parish community.

The pastor is ultimately responsible for the School. He works with the principal to stay informed of current events and issues that the school faces. He offers guidance and support to teachers by meeting with teachers both individually and as a group. He serves as the liaison between the school and the parish. He also teaches religion in grades Kindergarten through 8th. He meets with all students individually to keep track of progress. He meets with parents individually, through Home and School meetings, and through participation

at school functions.

The principal ensures the daily operation of the school's vision. He is the instructional leader by staying abreast of current curriculum, methods, interventions, and provisions needed to ensure students and staff success. He enforces the policies and procedures of the school by engaging with students and staff on a daily basis. He attends weekly meetings with the pastor. He interacts monthly with the Superintendent of Schools and all the principals in the diocese. He attends all student intervention meetings. He conducts monthly faculty meetings to ensure that everyone is focused on our vision for each child. He challenges teachers through goal setting, sharing ideas, and assessing performance. He promotes shared leadership by valuing teacher and staff input. He serves on the Home and School organization, and participates in school functions.

In sharing leadership opportunities, the assistant principal offers a seamless transition in running the day to day operations of the school when needed. She offers assistance to the pastor, principal, and teachers. Teachers meet daily, share ideas, supervise new teachers, mentor colleagues, lead student's organizations, and organize and lead school functions in order to assure student success. Parents serve as leaders in the Home and School Organization, Art Docent Program, coaches, classroom and school volunteers, and Boys and Girl Scout troop leaders. Together we are dedicated to accomplishing our vision.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$2900
1	\$3050
2	\$3050
3	\$3050
4	\$3050
5	\$3050
6	\$3050
7	\$3050
8	\$3050
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$5587
(School budget divided by enrollment)
5. What is the average financial aid per student? \$2202
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 40%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	100	89	100	100	100
Number of students tested	40	26	34	40	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	96	97	97	98	97
Number of students tested	24	32	31	46	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	100	100	100	98	97
Number of students tested	30	23	38	38	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	100	100	100	97	98
Number of students tested	19	31	41	53	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	100	100	100	98	96
Number of students tested	21	26	35	30	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	100	100	100	97	100
Number of students tested	27	22	26	28	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test:
Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher:	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	100	96	100	97	97
Number of students tested	40	26	34	40	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	96	97	97	100	97
Number of students tested	24	32	31	46	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	93	100	95	100	100
Number of students tested	30	23	38	38	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	95	94	100	98	98
Number of students tested	19	31	41	53	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	100	100	100	100	100
Number of students tested	21	26	35	30	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	100	100	100	100	100
Number of students tested	27	22	26	28	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: